Ministry of
Education

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Annual Service Plan Report

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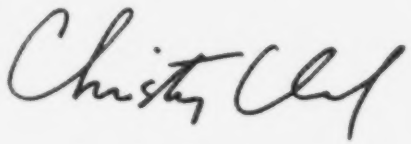
Accountability Statement

The 2002/03 Ministry of Education Annual Service Plan Report was prepared under my direction and in accordance with the *Budget Transparency and Accountability Act*. This report compares the actual results to the expected results identified in the ministry's 2002/03 Service Plan. I am accountable for the ministry's results and the basis on which they have been reported.



Honourable Christy Clark
Minister of Education

May 28, 2003

BRITISH COLUMBIA

Ministry of Education

It is my pleasure to present the Ministry of Education's 2002/03 Annual Report.

This annual report details our progress made throughout the second year of our four-year mandate in fulfilling our *New Era* commitments.

Our government's vision of a high quality education system for BC is becoming a reality and we are continuing to make great progress in education reform.

To support our goal of improving student achievement, we provided: greater autonomy to locally elected school boards, implemented better accountability measures at all levels of the education system, ensured parents have greater involvement in their children's schools and encouraged a new range of choice for students and parents in school and program selection.

We are pleased to report a record 77 per cent of BC students completed high school this year. Nearly 43 per cent of Aboriginal students completed secondary school — up eight per cent from five years ago.

This year's reforms to the graduation program will continue to improve student achievement and also ensure students leave high school with a well-rounded education. Students will have more choice, whether they are planning to enter the workforce, trades training or university.

Education is the best single investment any government can make. We have provided school boards with a simpler funding formula and the multi-year funding envelopes they asked for. Our government provided stability and increased per-student funding this year, in spite of declining enrolments.

We also conducted satisfaction surveys in which more than 200,000 parents, students and school staff participated. This survey, the largest of its kind in Canada, provides valuable information about our education system and what we need to improve in our schools.

We are determined to build an education system that produces students who are well positioned for the future. I'm very proud of the progress we've made and I am committed to continue working with students, parents, teachers, trustees, principals and communities as we transform BC's education system.

Our focus, as always, will be on putting students first.

Honourable Christy Clark
Minister of Education

Message from the Deputy

We are changing education in BC and we have accomplished a lot together over the past year.

I have had the opportunity to meet and work with many dedicated education partners throughout the province. I would like to thank the staff of the Ministry of Education and all education partners for working so hard to bring policy into practice in our education reform.

Student achievement has been at the centre of all our decision-making. We have focused our efforts on improving student achievement by providing more autonomy for school boards, more choice and flexibility in the way we do business, more public accountability for performance, a less prescriptive funding formula and more meaningful involvement for parents.

It has been a busy agenda. Some of our accomplishments include the creation of School Planning Councils (SPC), the requirement for accountability contracts for all districts, improved standards for Distributed Electronic Learning (DEL), and the ability for school boards to create corporate entities so as to explore entrepreneurial opportunities.

As we move forward with our student achievement agenda, we will need to continue to work together. We will need innovative ideas and effective implementation of policies and practices to provide BC students with the best possible education system.

If we recognize the potential in all students, they will begin to see it in themselves.

Emery Dosdall
Deputy Minister of Education

TABLE OF CONTENTS

Accountability Statement III

Message from the Minister V

Message from the Deputy VII

Year-at-a-Glance Highlights 3

Ministry Role and Services 5

Core Business Areas 12

Performance Reporting 18

Deregulation 33

Report on Resources 34

Appendix: Performance Results Breakout by Equity Group 36

Year-at-a-Glance Highlights

During the fiscal year 2002/03, the Ministry of Education continued to reform key aspects of the education system while remaining focused on improving student achievement.

- In May 2002, the *School Amendment Act* became law, increasing local autonomy and flexibility for school districts, and providing more choice for parents and students in school selection.
- The amendments to the *School Act* also created School Planning Councils that give parents a greater role in school planning and decisions that affect their child's education.
- In June 2002, the ministry released the results of its first annual satisfaction surveys, distributed to parents, students and staff. Overall, the results were very encouraging. The surveys will ensure greater accountability for results at the school, district and provincial levels.
- In early September 2002, the ministry appointed a task force on student achievement to recommend ways of improving the performance of BC's students.
- At the end of September 2002, the ministry appointed a task force on rural education to recommend strategies to ensure students in rural and remote communities across BC have access to quality education. The task force submitted a report with 19 recommendations.
- The offshore school program was expanded in September 2002 to begin certification of schools in China, Taiwan and Japan to offer BC's curriculum. BC has a world-class curriculum that is highly marketable and is in demand. British Columbia students will benefit from the additional funds that school districts generate by entering into partnerships overseas to operate BC certified offshore schools.
- In October 2002, an MLA task force was formed to look at school safety. Schools must be safe and welcoming to all children so they can achieve their full potential.
- The ministry is committed to protecting and maintaining education funding. Despite declining enrolment, per student funding increased by $35 in 2002/03. Next year, operating funding per student is projected to increase by more than 11 per cent since 1998.
- The January 2003 report "How Are We Doing", indicated that Aboriginal students are steadily improving their academic performance, although there is more work to be done. That is why the ministry has committed to putting measures into place to increase Aboriginal student achievement.
- Throughout the year, the ministry focused on developing enhancement agreements that support strong, co-operative relationships between Aboriginal communities and school districts. By the end of March 2003, seven agreements had been established and several other districts had entered the community consultation and draft-writing stages. The Ministry of Education is aiming to establish enhancement agreements in all 60 school districts by 2005. The agreements give Aboriginal communities and school districts independence to find solutions that work for them.

- In January 2003, the ministry released data showing that a record 77 per cent of students completed high school in 2001/02 (within six years of starting Grade 8). In all, 39,790 students finished school that year — nearly 700 more than the year before.
- In February 2003, district review teams began visiting BC school districts as part of the government's commitment to improve accountability and student achievement. Teams began reporting on where school districts were doing well and where they need to improve.
- A one-time grant of $50 million was given to school districts in February 2003. The funds were available as a result of ministry savings achieved through prudent fiscal management and lower debt-servicing costs, and will allow school districts to meet the unique needs of students in their communities.
- Enrolment data released in March 2003 indicated that more students than ever before are enrolled in BC's French immersion program. Despite declining student enrolment across the province, enrolment in French immersion has increased by seven per cent in the past 10 years.
- BC school districts will save more than $2.1 million a year as a result of the ministry's decision in March 2003 to cover the entire cost of districts' membership in the BC Public School Employers' Association.

Ministry Role and Services

Introduction

Improving student achievement is the overarching goal in the ministry and in all parts of the education system. To support this goal, the ministry is committed to local autonomy for school boards, strong accountability measures, more choices for students and parents, predictable multi-year funding envelopes, and more meaningful involvement for parents.

The business of the ministry is to set educational standards based on the outcomes students need to achieve, allocate funds for the education system, monitor student performance and report the results to the public. It is also the ministry's role to work with schools and communities to improve student and school performance, and oversee the governance of the system as a whole. British Columbia's K-12 system serves approximately 587,000 public school student FTE's, approximately 60,100 independent school student FTE's and over 3,300 home-schooled children.

Vision, Mission and Values

Vision

The ministry's vision is a high quality education system that puts student achievement at the centre of all decision-making. British Columbia's system already performs at high levels, which means that future improvements require continued commitment, creativity and innovation on the part of educators, administrators and the ministry in order for the province to remain at the forefront of educational performance.

Mission

The system's mission is set out in the *School Act* with further details of the mandate in the *Statement of Education Policy Order*:

The purpose of the British Columbia school system is to enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.

Continued progress towards the province's social and economic goals depends upon well-educated citizens. School boards and independent schools have a primary responsibility for students' intellectual development and a shared responsibility with families and the community for students' human, social and career development.

Values

The ministry is committed to some specific key beliefs and values for all staff.

Key Beliefs
We are a professional, non-partisan public service that respects the "Standard of Conduct for Public Service Employees". We are an organization that works together to improve student achievement in the province of BC. We agree that it is important to demonstrate the following behaviours in our daily interactions with one another, we will: • behave with integrity, promoting relationships of mutual trust, confidence and respect; • provide high levels of service to everyone with whom we come in contact; • ensure information is shared in a relevant and timely manner; • identify and acknowledge problems and work together to resolve them; and • acknowledge each other's contributions.

Consistency with Government's Strategic Plan

Education is a top priority of the government as outlined in the *New Era* document, in the Premier's service agreement letter to the Minister, and in the government's strategic plan. The education system is also an essential element in support of three other government priorities: safer streets and schools in every community; better services for children, families and First Nations; and responsible, accountable management of British Columbians' public resources and tax dollars.

Government's Priorities Related to the Ministry

- A top-notch education system for students of all ages
- Safer streets and schools in every community
- Better services for children, families and First Nations
- Responsible, accountable management of British Columbians' public resources and tax dollars

Ministry Goals

- Improved student achievement
- A high quality performance-oriented education system

Ministry Strategies Focus on Six Key Areas

- Achievement: focusing the attention of the entire education system on continuous improvement of students' educational outcomes
- Parent Involvement: empowering parents to become more involved in the K-12 education system
- Accountability: ensuring effectiveness and efficiency at all levels of the system
- Autonomy: allowing school boards to determine how they will reach their goals, but holding them to account for achieving those goals
- Choice: removing barriers to flexibility and choice for school boards, parents and students
- Funding: ensuring the funding formula is an understandable, transparent, comprehensive and population-based formula for school districts

Operating Context

Examination of the external and internal environments helps to identify those factors that are likely to affect the conduct and success of education in British Columbia. The social and economic environment influences the system's operation and effectiveness. Factors such as the number and location of students, provincial funding levels, workplace requirements, special needs of children and the level of support that the public is willing to provide to K-12 education all affect the operation and performance of the education system.

Summary of Observations:

- Provincewide, student enrolment will continue to decline over the next five years due to a declining birth rate and an aging population. Rural regions are already experiencing declining enrolments.
- The Aboriginal population in BC is young and growing at a faster rate than the non-Aboriginal population.
- The number of children identified in special needs categories that qualify for supplemental funding in BC is growing, particularly children requiring intensive and expensive interventions.
- There is evidence of the beginnings of a teacher supply problem in some subject areas like languages, maths and some sciences. This is more prevalent in rural areas.
- Working parents are requesting that schools provide or link to additional services such as preschool and full-day kindergarten. Also, studies indicating the importance of early development in a child's school success are becoming widely known. Such factors are creating pressure to provide preschool programs.
- Immigration, primarily from Asian countries, has created a need for English as a Second Language (ESL) services in several districts.
- Students from BC perform well compared to other Canadian and international jurisdictions.
- Admission of BC students to colleges and technical schools has increased significantly the last decade.
- An aging workforce is fueling an ever-growing need for qualified young people to meet employers' demands, particularly in trades.
- The high-tech sector continues to expand, as does the long-term requirement for employees with specific technical and computer skills. Across many occupations, technological advances necessitate higher levels of employee knowledge and skills, even in entry-level positions.
- The service industry continues to be the main employer in BC. Many students are entering this sector directly from Grade 12.

Update on *New Era* Commitments and Key Projects

The Liberal government made 15 *New Era* commitments related to K-12 education in its election platform and the premier assigned six key projects in June 2001.

New Era Commitments Achieved

1. Restore education as an essential service under the Labour Code.
2. Maintain and increase education funding levels by increasing revenues through economic growth.
3. Establish specific goals and outcomes to measure the success of educators in public schooling.
4. Devote more of each education dollar to improving the quality of education, less to bureaucracy.
5. Support more flexibility and choice in public schooling.
6. Give local school boards more autonomy and control over the delivery of education services, subject to provincial curriculum and testing standards.
7. Maintain current funding arrangements for independent schools.
8. Give school boards multi-year funding envelopes to improve long-term education planning/budgeting.
9. Eliminate PST on basic school supplies purchased by Parent Advisory Councils, which volunteer their time and effort to raise money for public schools.
10. Guarantee that parents of students attending schools are entitled to volunteer their services, provided it does not result in the displacement of existing staff services.
11. Improve school accreditations.

Key Projects Achieved (June 25, 2001 letter from the Premier)

1. Clearly define the role of the provincial Ministry of Education, including the current governance model and role of interest groups and make recommendations.
2. Examine opportunities for providing increased flexibility and choice in public schooling.
3. Develop an understandable, transparent, comprehensive population-based funding formula for school districts and independent schools.
4. Develop accountability contracts with school districts, including reporting of outcomes.

New Era Commitments in Progress

Commitment: Ensure that music, arts and physical education curricula are fully funded.

Status: In Progress

Plan to Address: The ministry has undertaken a comprehensive review of graduation requirements where one of the accepted and approved recommendations was to incorporate music, arts and physical education into required areas of study in the graduation portfolio. Key competencies must be met before graduation requirements are met.

Other opportunities are to link more closely to the recent "Action Schools! BC" announcement by government regarding enhanced physical education in elementary schools and to seek opportunities to partner school boards with arts organizations to improve student access to music and the arts.

Commitment: Work with educators and employers to expand job training and skills development opportunities.

Status: In Progress

Plan to Address:

a. Ministry and district staff are partnering with industry to develop employability skills for Grade 11 and 12 students. The ministry supports the Business Council of BC's "Third Option-First Choice" initiative.

b. The Ministry of Education and the Ministry of Advanced Education are working together to encourage more K–12 students to consider trades training as a pathway to a viable and enjoyable career. School boards, through deregulation, are able to create locally developed courses that enable communities and industry to come together to develop "skills requirements" that suit the needs of that community.

d. Changes to the graduation program and graduation requirements enable school boards to work with local business, industry and post-secondary institutions to develop industry training through locally-developed elective courses. In addition, students will be required to include work experience or community volunteer experience as part of the graduation portfolio assessment.

Commitment: Provide teachers with more technology training.

Status: In Progress

Plan to address: Enhanced teacher training is a key component of our ability to expand distance education and other technology-based initiatives, which will enhance learning opportunities and contribute to the overall goal of improved student achievement.

Throughout BC, teachers are integrating Information and Communication Technology (ICT) into their teaching practice and in turn providing students with effective and engaging learning opportunities. The ICT Standards Project aims to support the effective and

appropriate integration of ICT into teaching and learning by establishing common provincial standards with respect to students' skills and application of ICT, providing a resource to teachers to aid in assessing and reporting student performance using ICT, and providing "snapshots" of students' work that demonstrate a range of performance using ICT.

The ministry is partnering with five school districts that will enable the ministry to work with teachers, school districts, other education partners and the private sector in order to fulfill this commitment.

Commitment: Put more computers in schools and increase resources to improve computer literacy for students.

Status: In progress

Plan to Address: In the 2001/02 school year 11,127 computers were transferred to BC schools through the Computers for Schools Program. The ministry and CIO are partnering to explore options to provide surplus government computer equipment to schools by working with Ministry of Management Services in an effort to change the policy regarding the disposition of government computers.

Key Projects in Progress

Project: Improve student performance over four years.

Status: In Progress — Ongoing

Continuing Action: Improving student achievement is the number one priority in the ministry and in all parts of the education system. Activities resulting from the ministry's Core Services Review, approved in November 2001, are focused on the goal of improving student achievement: setting standards; monitoring performance; reporting publicly on performance; funding and governance. A new accountability framework for the education system includes measures that highlight the progress made towards improving student achievement for every school district, including outlining goals and performance targets, describing the strategies used to improve student performance and publicly reporting results.

Project: With the Chief Information Officer, make recommendations for enhancing technological infrastructure in schools.

Status: In Progress

Continuing Action: Of the approximately 2,000 PLNet sites (K-12 and college) all but approximately 300 sites are below digital speed. The ministry has committed to upgrade the remaining sites to provide faster connectivity. The ministry continues to explore other options to enhance technological infrastructure.

Core Business Areas

Public Schools

The ministry provides base operating funding to school districts and others to support the K-12 public school system. School districts are held accountable to improve student achievement and report results. The ministry also provides capital funding for public schools.

Public Schools	Estimated	Other Authorizations	Total	Actual	Variance
Operating Expenses ($000)					
Operating Expenses	4,089,982	—	4,089,982	4,125,596	(35,614)
Capital Expenditures (CCP)	265,800	—	265,800	261,979	3,821

Independent Schools

The ministry provides operating funding to approximately 340 independent schools as outlined in the *Independent School Act*. Approximately 10.5% of the K-12 population is currently enrolled in independent schools.

Independent Schools	Estimated	Other Authorizations	Total	Actual	Variance
Operating Expenses ($000)					
Operating Expenses	156,828	—	156,828	163,010	(6,182)

Debt Service and Amortization

The ministry provides funding to public schools to finance capital projects including upgrades, renovations, expansions, new facilities and buses. This area includes servicing debt and amortizing the school board assets acquired with that debt.

Debt Service and Amortization	Estimated	Other Authorizations	Total	Actual	Variance
Operating Expenses ($000)					
Operating Expenses	564,030	—	564,030	520,546	43,484

Corporate Services

Corporate Services provides corporate support services to operating programs including financial, human resources, information management, administrative services, freedom of information and privacy services, and general services assistance. This area includes the Minister's Office.

Corporate Services	Estimated	Other Authorizations	Total	Actual	Variance
Operating Expenses ($000)					
Operating Expenses	18,031	—	18,031	18,682	(651)
Capital Expenditures (CRF)	670	—	—	—	—
Full-time Equivalents (FTE)					
FTEs	133	—	133	108	25

Program Management

The ministry provides leadership and develops policy, sets results-based standards and accountability frameworks, monitors performance and reports results. This area is called K-12 Program Management on the vote structure Resource Summary.

Program Management	Estimated	Other Authorizations	Total	Actual	Variance
Operating Expenses ($000)					
Operating Expenses	32,210	—	32,210	31,372	838
Capital Expenditures (CRF)	3,306	—	3,306	2,806	500
Full-time Equivalents (FTE)					
FTEs	220	—	220	207	13

Linkages of Goals and Core Businesses

Goals	Core Business Areas
Improved Student Achievement: To provide ALL students with opportunities for improvement, regardless of their ethnic origin, gender, geographic location, physical characteristics or socio-economic status and recognize ALL achievements.	• Public Schools • Independent Schools • Program Management
A high quality performance-oriented education system: To focus the entire system on a data driven, results-based approach to improving student achievement and preparing students for tomorrow.	• Public Schools • Independent Schools • Program Management • Corporate Services • Debt Services and Amortization

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Ministry Goals, Objectives and Key Strategies

Goal 1: Improved Student Achievement

Core Business Areas:

Public Schools

Independent Schools

Program Management

Objectives:

To improve student performance in areas of intellectual development

To improve student achievement in career development (was a Goal 2 objective)

To improve student achievement in areas of human and social development (was a Goal 2 objective)

Key Strategies:

Establish standards

Collect information

Monitor performance

Identify and report areas of low performance

Undertake initiatives intended to improve performance

Changes:

Former Goal 2 "Responsible citizens who contribute to a competitive and growing economy" is rolled up into Goal 1 above.

Objectives from former Goal 2 and included above are:

- To improve student achievement in career development (This was a Goal 2 objective and in the future it will be a Goal 1 objective, in this report it is linked to its appropriate measure.)
- To improve student achievement in areas of human and social development (This was a Goal 2 objective and in the future it will be a Goal 1 objective, in this report it is linked to its appropriate measure.)

Strategies from former Goal 2 were the same as those listed above for Goal 1.

Performance measures from the former Goal 2 are included in the results section, they are:

- School completion rate
- Percentage of students making transition to work and/or post-secondary education
- Percentage of students in agreement with statements reflective of social responsibility

Goal 2: A High Quality Performance-oriented Education System

Core Business Areas:

Public Schools

Independent Schools

Program Management

Corporate Services

Debt Services and Amortization

Objectives:

To establish the infrastructure needed to focus the education system on student achievement

To improve and maintain student, parent and teacher support for the K-12 education system

To reduce burdensome and/or inefficient regulations in ministry policy and legislation (This measure is discontinued, however, deregulation is ongoing, see Deregulation section page 34).

To perform at a high level in comparison to other jurisdictions (In future service plans, this objective moves to support Goal 1.)

To build an open, performance-oriented culture inside the ministry (Strategies continue as part of the ministry's human resources plan "Our Employee Learning Strategy" now the responsibility of the central agency.)

To build a performance-oriented culture within each school district (This objective was supported by performance measures that have been discontinued; legislation now requires all districts to submit accountability contracts annually and they have met this requirement for 2001/02.)

Key Strategies:

- Focus the role of schools boards on student achievement
- Provide performance data to the school board to assist them in improving student achievement
- Provide opportunities for increased parental involvement in schools
- Provide a less directive funding system
- Set standards for maintenance of school facilities and curriculum currency
- Eliminate or rewrite policy or legislation to reflect increased school board autonomy
- Administer satisfaction surveys to monitor levels of teacher, student and parental satisfaction
- Participate in national and international assessments
- Enhance data collection to enable performance reporting
- Monitor student level performance by school district
- Measure effectiveness of information technology resources to meet performance goals
- Communicate business plans and strategies within the ministry
- Encourage school boards to create strategies to improve teacher, parent and student satisfaction
- Deputy Minister and superintendents to identify areas for improvement annually in each school district

Changes:

Former Goal 3 becomes Goal 2, the wording is the same, relevant objectives, strategies and performances measures are included for this report.

In future service plans, former Goal 3, Objective 4 "to perform at a high level in comparison to other jurisdictions" is rolled up into Goal 1, Objective 1 "to improve student achievement in areas of intellectual development".

Strategies are subject to change based on their effectiveness.

Highlights of Changes from Previous Plans

This year, the ministry streamlined its objectives and as a result identified two goals that encompass all relevant goals and objectives outlined in the 2002 Service Plan. The main focus for the entire system is improving student achievement this includes all students and all achievements. The majority of objectives and performance measures set out in the 2002 Service Plan remain under the two main goals. For the purpose of this report, all objectives, strategies and performance measures will be reported as supporting the two streamlined goals with explanatory notes as necessary linking back to the original four goals.

Discontinued Goals	Rationale
Goal 2 Responsible citizens who contribute to a competitive and growing economy. **Goal 4** Parity of achievement for all students regardless of their ethnic origin, gender, geographic location, physical characteristics or socio-economic status.	Objectives, strategies and performance measures have remained and now support **Goal 1:** Improved Student Achievement.

In continuing to improve the performance-oriented focus on the business of the ministry, some measures have been discontinued as outlined below:

Discontinued Performance Measures	
Measure	**Rationale**
Proportion of deregulation completed. Satisfaction of school boards with their ability to manage effectively.	Incorporated into broader measures of "proportion of regulatory requirements reviewed and revised" and "stakeholder satisfaction with deregulation."
Percentage of ministry staff who feel they are contributing to improving performance in the system.	The ministry has refocused the HR strategy in light of the Public Service Renewal initiative. The implementation of the ministry HR plan proves to be a more effective measure.
Percentage of district staff who feel that the ministry is focused on improving student achievement.	New legislation introduced in the spring of 2002 gives a clearer understanding of the accountability framework and has led to redefined measures of a performance-oriented system (e.g., accountability contracts, school planning councils).
Percentage of superintendents who have implemented accountability contracts. Percentage of school boards fulfilling the obligations of their accountability agreements.	Refined to measure outcomes of the spring 2002 legislation rather than compliance with the legislation.

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Performance Reporting

Overview

The BC government is committed to the efficient use of public funds in order to ensure all students have opportunities to become accomplished in a range of essential academic and life skills.

The performance results presented in this report cover the goals, objectives and strategies from the Ministry of Education Service Plan 2002/03 - 2004/05 rolled up into two streamlined goals as reflected in the Ministry of Education Service Plan 2003/04 - 2005/06.

1. Improved student achievement.
2. A high quality performance-oriented education system.

Each year, the ministry collects, reviews and distributes a variety of data for accountability purposes and to support performance management. The collection of student enrolment data supports a population-based funding formula. The assignment of a unique identifier to each student, the Personal Education Number (PEN), is used to monitor student achievement and generate statistics about student movements and transitions between grades and schools. Performance data including breakout results for students with special needs, Aboriginal students and male and female students are also collected.

The ministry will always strive to improve all areas of student performance. It should also be noted that some measures included while under the sphere of influence of the ministry, are not entirely within ministry control as local school districts are responsible for the delivery of education programs. Rather than set arbitrary numbers, the target for performance measures is year-over-year improvement at the local school district level. Overall results are presented as provincial rates. When there is improvement at the district level, it will be reflected in the provincial rate.

Definitions of data sets are included as notes with the tables.

Goal 1: Improved Student Achievement

↑ Performance Improved
= No Change/Baseline
↓ Performance Declined

Outcomes

- Students complete K-12
- Students demonstrate high quality academic and life skills capabilities

There are seven performance measures for Goal 1: Improved Student Achievement. These measures include equity group breakout results (special needs, Aboriginal, male and female). These are the same measures listed under Goal 4 of the 2002/03 - 2004/05 Service Plan; Goal 4 has been rolled up into Goal 1, however the measures remain the same.

Performance Highlights

↑ **Percentage of students meeting or exceeding expectations on Foundation Skills Assessment (FSA)**

The overall results for Reading, Numeracy and Writing in grades 4, 7 and 10 show improvement.

↑ **School completion rate (percentage of students who start Grade 8 and graduate from Grade 12 within 6 years)**

Overall results have improved since 1999/00.

= **Percentage of Grade 12 students receiving scholarships**

While the percentage was consistent, the number of students receiving scholarships increased.

↑ **Percentage of students making transitions to work and/or post-secondary education**

The most current data available shows improvement in most categories

= **Percentage of students in agreement with statements reflective of socially responsible behaviour**

The 2001/02 school year was the baseline for Satisfaction Surveys and 2002/03 will be the baseline for collection of some equity group survey data.

↑ **Grade 8-9 transition rate**

Overall rates were consistent 1999/00 - 2000/01 and increased marginally in 2001/02.

↑ **Percentage of students with "C" or better in Grade 12 courses**

Communications grades decreased slightly in 2000/01. Communications, English and Principles of Math show overall improvement in 2001/02.

Opportunity for Improvement

- **Percentage of students making transitions to work and/or post-secondary education**

  Most recent data available shows that more students make the transition to work and/or post secondary, but slightly more are unemployed. Effort is needed to ensure that students are prepared for options other than university.

- **Percentage of students meeting or exceeding expectations on Foundation Skills Assessment (FSA)**

  Increased focus on literacy is important; Grade 10 had fewer students meeting or exceeding expectations in reading. The Grade 10 numeracy results also decreased slightly.

- **School completion rate (percentage of students who start Grade 8 and graduate from Grade 12 within 6 years)**

  The completion rate for Aboriginal students has improved over time; however, there is room for improvement. The ministry will continue to support and measure Aboriginal student performance as part of its efforts to increase equity in the education system.

Goal 1: Performance Measures

Targets:

The target for all Goal 1 performance measures is year-over-year improvement at the district level.

Percentage of Students meeting or exceeding expectations on Foundation Skills Assessment (FSA)

Core Business

Public and Independent Schools

Objectives:

To improve student performance in areas of intellectual development

Discussion:

Student performance remained consistent or improved in all categories for Grade 4, all categories for Grade 7 and one category for Grade 10.

Grade 10 Reading and Numeracy decreased from last year.

Public and Independent School FSA Results (%)			
	1999/00	2000/01	2001/02
Grade 4			
Reading	79	78	80
Numeracy	80	84	85
Writing	N/A	91	94
Grade 7			
Reading	81	76	76
Numeracy	80	81	82
Writing	N/A	81	84
Grade 10			
Reading	79	75	71
Numeracy	75	77	76
Writing	N/A	86	87

Source: FSA Highlights TREND_OVER_TIME>PROP>V7.CSV

Notes:

1. FSA provides a snapshot of public school student performance on Foundation Skills Assessments.
2. There are not yet sufficient years of data to establish a trend in the results.
3. 2000/01 results are the baseline for future assessments of writing as the test was modified.

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School Completion Rate

Core Business:

Public and Independent Schools

Objectives:

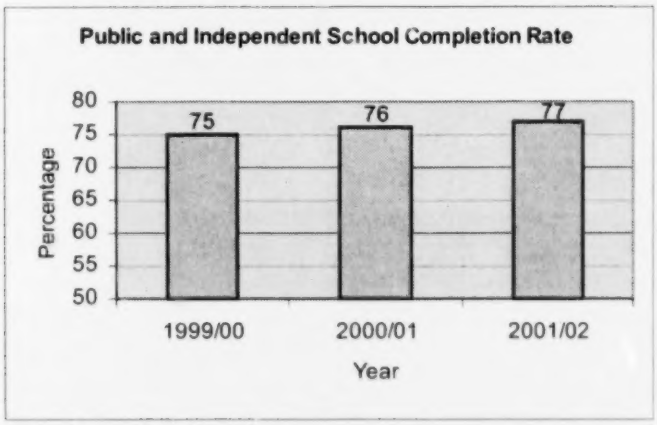
To improve student performance in intellectual development

To improve student performance in and career development

Discussion:

High school completion rate has increased slightly over the past two years under the Liberal government.

Completion rate is our single most important indicator of student achievement.



Source: Ministry of Education, RDDA

Notes:

1. The proportion of students who graduate with a Dogwood Diploma within six years of starting Grade 8 for the first time in a BC public or independent school.
2. Includes migrants to BC who would have been in Grade 8 in the base year and is adjusted for out-migration.

Grade 8-9 Transition Rate

Core Business:

Public and Independent Schools

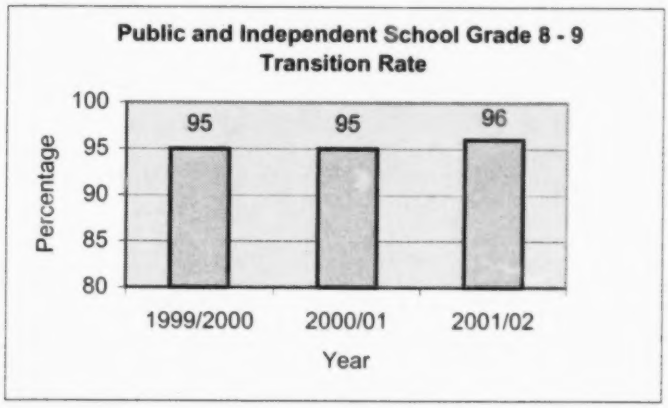
Objectives:

To improve student performance in intellectual development

To improve student performance in career development

Discussion:

The majority of BC students make the transition from Grade 8 to Grade 9.



Source: School Performance Report — Provincial Summary

Notes:

1. Represents non-repeating Grade 8 students who have entered Grade 9 or higher in the next school year.
2. Data is not adjusted for out-migration (students who left BC between grades 8 and 9).

Percentage of Students with "C" or better in Grade 12 Courses

Percentage of Grade 12 Students receiving Scholarships

Core Business:

Public and Independent Schools

Objectives:

To improve student performance in areas of intellectual development

Discussion:

BC students improved in all three subject areas this year over last year.

More BC students received scholarships this year.

Public and Independent Grade 12 Student Performance			
	1999/00	2000/01	2001/02
C or better in Grade 12 Courses (%)			
Communications	72	69	75
English	78	80	81
Principles of Math	76	79	80
Scholarships for Grade 12 Students			
Receiving Scholarships (%)	10	11	11
Receiving Scholarships (Number)	4, 222	4,651	4,677

Source: Key Information Summary TRAX1274D

Notes:

1. Data includes students who received the final letter grade of C, C+, B and A
2. Awards earned include students in group 1 and 2 independent schools.

Percentage of Students making transitions to work and/or post secondary

Core Business:

Public and Independent Schools

Objectives:

To improve student performance in areas of career development

Discussion:

The percentage of students making the transition to university is consistent or increasing in most categories.

Economic conditions such as the provincial unemployment rate will affect the number of students who make the transition to work.

This year, the ministry consulted with the education partners to recommend changes to the graduation requirements. The proposed changes will provide more options for students after high school, and will help them develop life skills necessary to compete in our global economy.

Transitions to Work and/or Post Secondary (%)			
	1999/00	2000/01	2001/02
University			
Applied	28	27	—
Qualified	24	25	—
Admitted	21	22	—
Register	16	16	—
19 year olds employed full-time	31	29	—
Graduates Transition Survey			
Attending full-time	52	52	53
Attending part-time	5	5	8
Working	38	38	33
Unemployed looking for work	2	—	1
Unemployed not looking for work	1	1	2
Other	2	4	3

Source: Ministry of Education, RDDA

Notes:

1. 2001/02 data for university not available at time of printing.
2. Simple random sampling includes both public and independent students.
3. In 2001 1,250 graduates contacted, 2002, 903 were contacted. Sampling error 19 times out of 20 was 3% in 2001 and 3.3% in 2002.

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Percentage of students in agreement with statements reflective of socially responsible behaviour

Core Business:

Public Schools

Objectives:

To improve student performance in areas of human and social development

Discussion:

2001/02 was the baseline for the Satisfaction Surveys. Future surveys will have more questions on human and social development and some equity group data.

Effort is required to make the survey meaningful to students in grades 10 and 12, who may not understand it to be of value.

Public School Students in Agreement with Statements Reflective of Socially Responsible Behaviour (%)	
Grade 4	79
Grade 7	59
Grade 10	25
Grade 12	27

Source: www.bced.gov.bc.ca/sat_survey/2002results/province.pdf

Notes:

1. 2001/02 was the baseline for the Satisfaction Surveys. See Goal 2 for more survey data.
2. Base measures are provincial averages taken from 2001/02 Satisfaction Survey Report. These data are for the 2001/02 school year. For participation rates see the provincial report online: www.bced.gov.bc.ca/sat_survey/2002results/province.pdf

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Goal 2: A High Quality Performance-oriented Education System

↑ Performance Improved
= No Change/Baseline
↓ Performance Declined

Outcomes

- Access to quality education for all students
- Learning choices for students and parents
- Evidence-based goals are used to improve achievement
- Increased efficiency and effectiveness throughout the system

There were originally sixteen performance measures for Goal 2 — A high quality performance-oriented education system. These include those relevant measures from former Goal 3 of the same name. Six measures have been discontinued (see the table on page 17) and for several measures, 2002/03 was the baseline:

Performance Highlights

= **Percentage of parents who report they can play a meaningful role in their children's school**

2001/02 school year was the baseline for Satisfaction Surveys.

= **Percentage of students that feel their school is helping improve their computer skills**

2001/02 school year was the baseline for Satisfaction Surveys.

= **Percentage of education partners who report that the funding system is understandable, transparent and comprehensive**

2002/03 was the baseline for data collection.

= **Proportion of buildings with life expectancy under 10 years**

Ministry is on target of 15% or fewer.

= **Proportion of curriculum documents older than 5 years**

This measure has been reworked as the role of the ministry in curriculum development has been reviewed. Provincially approved curricula will undergo a review for relevance and currency within eight years of the implementation date (by subject area).

= **Percentage of students satisfied with their school and education**

2001/02 school year was the baseline for Satisfaction Surveys.

= **Percentage of parents satisfied with their child's school and education**

2001/02 school year was the baseline for Satisfaction Surveys.

= **Percentage of school staff satisfied with their school**

2001/02 school year was the baseline for Satisfaction Surveys.

- **Number of visits to ministry Web site**
  2002/03 school year was the baseline for data collection.
- **BC's standing on national and international assessments**
  BC performed at the same level as Canada as a whole in three areas of (SAIP) 2001 Mathematics III.

Opportunity for Improvement

- **BC's standing on national and international assessments**
  In one assessment area, Math problem solving — 13 year-olds, BC performed at a level statistically below Canada as a whole.
- **Percentage of students satisfied with their school and education**
  Although 2001/02 was the baseline for the Satisfaction Surveys, effort can be made to improve the Grade 12 participation rate.
- **Percentage of students that feel their school is helping improve their computer skills**
  2001/02 school year was the baseline for Satisfaction Surveys and this question has been reworked for future surveys based on feedback from education partners.

Goal 2: Performance Measures

Targets:

The target for Goal 2 performance measures is year-over-year improvement at the district level.

Note: Many of the performance measures for Goal 2 are from the Satisfaction Survey and are therefore presented together here.

Core Business:

Public Schools

Objectives:

To establish the infrastructure needed to focus the education system on student achievement

To build a performance-oriented culture within each school district

To improve and maintain student, parent and teacher support for the K-12 education system

Percentage of parents who report they can play a meaningful role in their children's school

Parents who Report they can Play a Meaningful Role in their Children's School (%)	
Elementary	48
Secondary	35

Percentage of students that feel their school is helping improve their computer skills

This measure has been revised and 2002/03 will be the baseline.

Percentage of education partners who report that the funding system is understandable, transparent and comprehensive

2002/03 is the baseline for this measure. The new population-based multi-year funding formula was introduced in legislation in 2002.

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Targets:

The target for Goal 2 performance measures is year-over-year improvement at the district level.

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Percentage of students satisfied with their school and education

Students Satisfied with their School and Education (%)	
Grade 4	79
Grade 7	70
Grade 10	49
Grade 12	48

Percentage of parents satisfied with their child's school and education

Percentage of school staff satisfied with their school

Parents and Staff Satisfied with their (or their Child's) School and Education (%)	
Elementary	65
Secondary	53
Staff	82

Source: Satisfaction Survey Report 2002

Notes:

Base measures are provincial averages taken from 2001/02 Satisfaction Survey Report. These data are for the 2001/02 school year. For participation rates see the provincial report online: www.bced.gov.bc.ca/sat_survey/2002results/province.pdf.

Discussion:

For the first time ever, BC students, parents, teachers and staff were surveyed about how satisfied they are with the education system. The Satisfaction Surveys will be an annual measure.

Proportion of curriculum documents older than 5 years

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Proportion of buildings with life expectancy under 10 years

Core Business:

Public Schools

Objectives:

To establish the infrastructure needed to focus the education system on student achievement

Discussion:

The ministry provides capital funding to school boards for public schools. Local school boards set capital project priorities for school districts.

Demographics affect the capital planning cycle. Currently many districts are facing declining enrolment. Data show that there are more students in senior grades than there are primary grades. This is projected to continue for several years.

Proportion of Buildings with Life Expectancy under 10 Years (%)	
2000/01	2001/02
14	>15

Source: School Funding and Allocation

Note:

1. Future service plans set a target of fewer than 15 per cent of all buildings to have a life expectancy of less than 10 years.

Number of visits to ministry website

Core Business:

Public Schools and Independent Schools

Objectives:

To improve and maintain student, parent and teacher support for the K-12 education system

Discussion:

2001/02 was the baseline and the target is to increase the number of visitor sessions by one million in the following year.

The ministry continues to provide performance data and reports electronically. Students, parents, teachers, administrators, researchers and staff use the ministry's Internet site.

Number of Visits to Website	
2001/02	2002/03 Target
7,953,000	Increase of 1,000,000

Source: Web Reports 2002

Note:

1. Base measures are taken from Web reports and indicate data for the 2001/02 school year.

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BC's standing on national and international assessments

Core Business:

Public and Independent Schools

Objectives:

To perform at a high level in comparison to other jurisdictions (in future service plans this objective moves to support Goal 1).

Discussion:

BC students perform well on national and international assessments.

These assessments provide another snapshot of student performance.

1999/00	2000/01
Programme for International Student Assessment (PISA) 2000 No jurisdiction out-performed BC in reading or science. Only Alberta, Japan, Korea and Quebec performed better than BC in math.	School Achievement Indicators Program (SAIP) 2001 Mathematics III School Achievement Indicators Program (SAIP) 2001 Mathematics III assessment: the results indicated that BC students perform at a level statistically the same as Canada as a whole in the following three assessment areas: 1. Math content — 13 year-olds 2. Math content — 16 year-olds 3. Math problem solving — 16 year-olds In only one assessment area, Math problem solving — 13 year-olds, BC performed at a level statistically below Canada as a whole.

Source: PISA 2000, SAIP 2001 reports

Notes:

1. For more information on PISA: http://www.bced.gov.bc.ca/assessment/pisa_yits.htm
2. For more information on SAIP: http://www.cmec.ca/saip/math2001/indexe.stm
3. There is no assessment data available for 2001/02 at the time of printing.

Deregulation

By 2004/05, the ministry will have eliminated or modified regulations, policies and other ministry operating procedures and practices that limit school boards from effectively responding to the educational needs of students.

The ministry's regulatory reform reflects the minister's strategic directions, in particular supporting board autonomy and removing barriers to flexibility and choice for school boards, students and parents.

From the 2003/04 - 2004/05 Service Plan, the baseline is progress to-date:

Deregulation					
Objectives and Strategies	**Performance Measure**	**2002/03 Base**	**2003/04 Target**	**2004/05 Target**	**2005/06 Target**
Objective: To increase school board autonomy through de-regulation and streamlining processes **Strategies:** 1. Review Ministry legislation, regulations, policies and procedures 2. Modify legislation, regulations, policies and procedures that limit school boards from effectively responding to the educational needs of students	Proportion of the acts, regulations, policies and policy instruments reviewed, eliminated and/or modified	12%	Additional 8%	Additional 3%	There will be an ongoing review and reduction of regulatory burden.
	Percentage of stakeholders satisfied with deregulation.[1]		Baseline for data collection.		

Note:
1. Amendment to Service Plan measures.

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Report on Resources

Resource Summary by Core Business

	2002/03 Estimates[1]	Other Authorizations	Total	Actual	Variance
Operating Expenses ($000)					
Public Schools	4,089,982	—	4,089,982	4,125,596	(35,614)
Independent Schools	156,828	—	156,828	163,010	(6,182)
Debt Service and Amortization	564,030	—	564,030	520,546	43,484
Program Management	32,210	—	32,210	31,372	838
Corporate Services	18,031	—	18,031	18,682	(651)
Total	**4,861,081**	—	**4,861,081**	**4,859,206**	**1,875**
Full-time Equivalents (FTEs)					
Total	**353**	—	**353**	**315**	**38**
Ministry Capital Expenditures ($000)					
Information Systems	3,776	—	3,776	3,267	509
Other	200	—	200		200
Total	**3,976**	—	**3,976**	**3,267**	**709**
Consolidated Capital Plan Expenditures ($000)					
Public Schools	265,800		265,800	261,979	3,821
Other Financing Transactions (Net Disbursements)($000)					
n/a	—	—	—	—	—

[1] The "Estimated" amounts must correspond to the *Estimates* as presented to the Legislative Assembly on February 19, 2002.

Resource Summary by Vote Structure

2002/03 Ministry of Education Resource Summary Mirroring the *Estimates* Vote Structure

	2002/03 Estimates[1]	Other Authorizations	Total	Actual	Variance
Operating Expenses ($000)					
Minister's Office	394	—	394	386	8
Management Services	17,637	—	17,637	18,296	(659)
K-12 Education Programs	32,210	—	32,210	31,372	838
Public Schools	4,089,982	—	4,089,982	4,125,596	(35,614)
Independent Schools	156,828	—	156,828	163,010	(6,182)
Debt Service Costs	363,450	—	363,450	323,166	40,284
Amortization of Prepaid Capital Advances	200,580	—	200,580	197,380	3,200
Total	**4,861,081**	—	**4,861,081**	**4,859,206**	**1,875**
Full-time Equivalents (FTEs)					
Total	**353**		**353**	**315**	**38**
Ministry Capital Expenditures ($000)					
Information Systems	3,776	—	3,776	3,267	509
Other	200	—	200		200
Total	**3,976**	—	**3,976**	**3,267**	**709**
Consolidated Capital Plan Expenditures ($000)					
Public Schools	265,800	—	265,800	261,979	3,821
Other Financing Transactions (Net Disbursements)($000)					
n/a	—	—	—	—	—

[1] The "Estimated" amounts must correspond to the *Estimates* as presented to the Legislative Assembly on February 19, 2002.

Report on Resources

Resource Summary by Core Business

	2002/03 Estimates[1]	Other Authorizations	Total	Actual	Variance
Operating Expenses ($000)					
Public Schools	4,089,982	—	4,089,982	4,125,596	(35,614)
Independent Schools	156,828	—	156,828	163,010	(6,182)
Debt Service and Amortization	564,030	—	564,030	520,546	43,484
Program Management	32,210	—	32,210	31,372	838
Corporate Services	18,031	—	18,031	18,682	(651)
Total	**4,861,081**	—	**4,861,081**	**4,859,206**	**1,875**
Full-time Equivalents (FTEs)					
Total	**353**	—	**353**	**315**	**38**
Ministry Capital Expenditures ($000)					
Information Systems	3,776	—	3,776	3,267	509
Other	200	—	200		200
Total	**3,976**	—	**3,976**	**3,267**	**709**
Consolidated Capital Plan Expenditures ($000)					
Public Schools	265,800		265,800	261,979	3,821
Other Financing Transactions (Net Disbursements)($000)					
n/a	—	—	—	—	—

[1] The "Estimated" amounts must correspond to the *Estimates* as presented to the Legislative Assembly on February 19, 2002.

Resource Summary by Vote Structure

2002/03 Ministry of Education Resource Summary Mirroring the *Estimates* Vote Structure

	2002/03 Estimates[1]	Other Authorizations	Total	Actual	Variance
Operating Expenses ($000)					
Minister's Office	394	—	394	386	8
Management Services	17,637	—	17,637	18,296	(659)
K-12 Education Programs	32,210	—	32,210	31,372	838
Public Schools	4,089,982	—	4,089,982	4,125,596	(35,614)
Independent Schools	156,828	—	156,828	163,010	(6,182)
Debt Service Costs	363,450	—	363,450	323,166	40,284
Amortization of Prepaid Capital Advances	200,580	—	200,580	197,380	3,200
Total	**4,861,081**	—	**4,861,081**	**4,859,206**	**1,875**
Full-time Equivalents (FTEs)					
Total	**353**		**353**	**315**	**38**
Ministry Capital Expenditures ($000)					
Information Systems	3,776	—	3,776	3,267	509
Other	200	—	200		200
Total	**3,976**	—	**3,976**	**3,267**	**709**
Consolidated Capital Plan Expenditures ($000)					
Public Schools	265,800	—	265,800	261,979	3,821
Other Financing Transactions (Net Disbursements)($000)					
n/a	—	—	—	—	—

[1] The "Estimated" amounts must correspond to the *Estimates* as presented to the Legislative Assembly on February 19, 2002.

Appendix: Performance Results Breakout by Equity Group

Special Needs Codes:

Visual Impairment	
E	Visual Impairment
Deaf / Hard of Hearing	
F	Deaf or Hard of Hearing
Behaviour (Severe and Moderate)	
H	Intensive Behaviour Intervention/Serious Mental Illness
M	Behaviour Disorder — Moderate (Last collected in Sept 2001 — became category R)
N	Behaviour Disorder — Rehabilitation (last collected in Sept 2001 — became category R)
R	Moderate Behaviour Support / Mental illness (added in Sept 2002) (previously categories M and N)
Learning Disabled	
J	Severe Learning Disability (last collected in Sept 2001 — became category Q)
K	Mild Intellectual Disability
Q	Learning Disability (added in Sept 2002) (previously category J)
Gifted	
P	Gifted

Note:
Effective September 2002, category names and codes changed. Previous names and codes are included in the tables because historical data is reported.

FSA Results (Students Meeting or Exceeding Expectations %)

Numeracy	Boys	Girls	Aboriginal	Not Aboriginal
Grade 4				
2000	81	78	57	81
2001	85	83	65	85
2002	86	85	66	87
Grade 7				
2000	79	80	54	81
2001	82	80	58	83
2002	83	82	60	84
Grade 10				
2000	76	73	46	76
2001	78	76	53	78
2002	77	75	52	77

Numeracy	Visual Impairment (category E)	Deaf / Hard of Hearing (category F)	Behaviour (Severe and Moderate) (categories H, M, N, and R)	Learning Disabled (categories J, K, and Q)	Gifted (category P)	Non-special Needs (students with no special education category)
Grade 4						
2000	61	63	62	49	99	80
2001	75	64	66	56	99	84
2002	81	76	73	62	100	86
Grade 7						
2000	68	60	56	43	99	81
2001	65	63	58	54	99	81
2002	77	71	60	58	99	82
Grade 10						
2000	59	58	35	36	97	75
2001	61	60	40	40	96	76
2002	58	58	41	39	96	76

FSA Results (Students Meeting or Exceeding Expectations %)

Numeracy	Boys	Girls	Aboriginal	Not Aboriginal
Grade 4				
2000	81	78	57	81
2001	85	83	65	85
2002	86	85	66	87
Grade 7				
2000	79	80	54	81
2001	82	80	58	83
2002	83	82	60	84
Grade 10				
2000	76	73	46	76
2001	78	76	53	78
2002	77	75	52	77

Numeracy	Visual Impairment (category E)	Deaf / Hard of Hearing (category F)	Behaviour (Severe and Moderate) (categories H, M, N, and R)	Learning Disabled (categories J, K, and Q)	Gifted (category P)	Non-special Needs (students with no special education category)
Grade 4						
2000	61	63	62	49	99	80
2001	75	64	66	56	99	84
2002	81	76	73	62	100	86
Grade 7						
2000	68	60	56	43	99	81
2001	65	63	58	54	99	81
2002	77	71	60	58	99	82
Grade 10						
2000	59	58	35	36	97	75
2001	61	60	40	40	96	76
2002	58	58	41	39	96	76

Reading	Boys	Girls	Aborigina	Not Aboriginal
Grade 4				
2000	76	83	56	81
2001	75	81	55	80
2002	77	83	56	82
Grade 7				
2000	78	84	56	82
2001	74	78	51	77
2002	74	79	52	78
Grade 10				
2000	74	85	58	80
2001	70	79	53	76
2002	67	76	49	72

Reading	Visual Impairment (category E)	Deaf / Hard of Hearing (category F)	Behaviour (Severe and Moderate) (categories H, M, N, and R)	Learning Disabled (categories J, K, and Q)	Gifted (category P)	Non-special Needs (students with no special education category)
Grade 4						
2000	58	59	57	47	98	80
2001	54	59	56	43	99	78
2002	83	65	59	47	100	80
Grade 7						
2000	57	56	57	41	98	82
2001	65	46	50	41	98	76
2002	67	54	56	42	99	76
Grade 10						
2000	63	52	50	35	97	80
2001	94	41	43	32	96	75
2002	52	46	39	30	95	71

Writing	Boys	Girls	Aboriginal	Not Aboriginal
Grade 4				
2000	Data not comparable			
2001	87	95	77	92
2002	91	96	84	95
Grade 7				
2000	Data not comparable			
2001	72	90	61	82
2002	78	91	66	86
Grade 10				
2000	Data not comparable			
2001	80	93	73	87
2002	81	93	73	87

Writing	Visual Impairment (category E)	Deaf / Hard of Hearing (category F)	Behaviour (Severe and Moderate) (categories H, M, N, and R)	Learning Disabled (categories J, K, and Q)	Gifted (category P)	Non-special Needs (students with no special education category)
Grade 4						
2000	72	79	72	63	98	92
2001	58	76	73	65	98	91
2002	94	86	79	75	99	94
Grade 7						
2000	76	66	55	42	95	82
2001	58	61	49	48	93	82
2002	81	73	60	53	96	85
Grade 10						
2000	48	48	35	31	85	68
2001	89	65	57	53	97	87
2002	85	64	60	54	97	87

Note:
Public Only (Visual, Deaf or Hard of Hearing, Severe/Moderate Behaviour, Learning/Intellectual Disability, Public and Independent (Boys, Girls, Aboriginal, Not Aboriginal, Not Special Ed., Gifted)
Source:
Data files in project folder 200300145

Reading	Boys	Girls	Aborigina	Not Aboriginal
Grade 4				
2000	76	83	56	81
2001	75	81	55	80
2002	77	83	56	82
Grade 7				
2000	78	84	56	82
2001	74	78	51	77
2002	74	79	52	78
Grade 10				
2000	74	85	58	80
2001	70	79	53	76
2002	67	76	49	72

Reading	Visual Impairment (category E)	Deaf / Hard of Hearing (category F)	Behaviour (Severe and Moderate) (categories H, M, N, and R)	Learning Disabled (categories J, K, and Q)	Gifted (category P)	Non-special Needs (students with no special education category)
Grade 4						
2000	58	59	57	47	98	80
2001	54	59	56	43	99	78
2002	83	65	59	47	100	80
Grade 7						
2000	57	56	57	41	98	82
2001	65	46	50	41	98	76
2002	67	54	56	42	99	76
Grade 10						
2000	63	52	50	35	97	80
2001	94	41	43	32	96	75
2002	52	46	39	30	95	71

Writing	Boys	Girls	Aboriginal	Not Aboriginal
Grade 4				
2000	Data not comparable			
2001	87	95	77	92
2002	91	96	84	95
Grade 7				
2000	Data not comparable			
2001	72	90	61	82
2002	78	91	66	86
Grade 10				
2000	Data not comparable			
2001	80	93	73	87
2002	81	93	73	87

Writing	Visual Impairment (category E)	Deaf / Hard of Hearing (category F)	Behaviour (Severe and Moderate) (categories H, M, N, and R)	Learning Disabled (categories J, K, and Q)	Gifted (category P)	Non-special Needs (students with no special education category)
Grade 4						
2000	72	79	72	63	98	92
2001	58	76	73	65	98	91
2002	94	86	79	75	99	94
Grade 7						
2000	76	66	55	42	95	82
2001	58	61	49	48	93	82
2002	81	73	60	53	96	85
Grade 10						
2000	48	48	35	31	85	68
2001	89	65	57	53	97	87
2002	85	64	60	54	97	87

Note:
Public Only (Visual, Deaf or Hard of Hearing, Severe/Moderate Behaviour, Learning/Intellectual Disability, Public and Independent (Boys, Girls, Aboriginal, Not Aboriginal, Not Special Ed., Gifted)
Source:
Data files in project folder 200300145

School Completion (Dogwood Completion Rates %)

Year	All	Girls	Boys	Aboriginal	Not Aboriginal
1999/00	75	79	70	39	78
2000/01	76	81	71	42	79
2001/02	78	81	72	43	79

Year	Visual Impairment (category E)	Deaf / Hard of Hearing (category F)	Behaviour (Severe and Moderate) (categories H, M, N, and R)	Learning Disabled (categories J, K, and Q)	Gifted (category P)	Non-special Needs (students with no special education category)
1999/00	74	70	16	37	91	77
2000/01	71	68	19	57	100	78
2001/02	55	58	19	52	100	81

Notes:
Public and Independent Schools results for All category (Excludes Districts 93 and 101 (Distance Ed.)
Public School results only for sub population categories
No data for special needs categories (attempting to create — 4/28/03)
Source:
Completion Rate 5 Year Summary for Major Subpops and Overall.xls (Achieve BC)
completion rate by district — special ed.xls (Research/Data/Completion Rate/1996 cohort)
completion rate by district — special ed.xls (Research/Data/Completion Rate/1995 cohort)
completion rate by district — special ed.xls (Research/Data/Completion Rate/1994 cohort)

Transition Grade 8 into Grade 9 (%)

Year	All	Girls	Boys	Aboriginal	Not Aboriginal
1999/00	95	96	95	86	96
2000/01	95	96	95	87	96
2001/02	96	96	95	87	96

Year	Visual Impairment (category E)	Deaf / Hard of Hearing (category F)	Behaviour (Severe and Moderate) (categories H, M, N, and R)	Learning Disabled (categories J, K, and Q)	Gifted (category P)	Non-special Needs (students with no special education category)
1999/00	100	96	82	94	98	96
2000/01	100	96	79	93	99	96
2001/02	93	98	84	95	98	96

Note: Public schools only
Source: Achieve BC Grade to Grade: District grade to grade transition.xls

Students with "C" or Better in Grade 12 Courses (%)

Year	All	Girls	Boys	Aboriginal	Not Aboriginal
Communications 12					
1999/00	72	78	69	71	73
2000/01	69	76	66	64	70
2001/02	75	80	78	75	80
English 12					
1999/00	78	84	71	65	
2000/01	80	86	74	69	80
2001/02	81	82	73	72	80
Principles of Math 12					
1999/00	76	79	74	65	77
2000/01	79	82	77	62	79
2001/02	80	78	73	57	77

Year	Visual Impairment (category E)	Deaf / Hard of Hearing (category F)	Behaviour (Severe and Moderate) (categories H, M, N, and R)	Learning Disabled (categories J, K, and Q)	Gifted (category P)	Non-special Needs (students with no special education category)
Communications 12						
1999/00	73	38	74	61	70	76
2000/01	100	38	69	61	64	71
2001/02	75	50	77	69	87	81
English 12						
1999/00	73	46	56	45	89	72
2000/01	76	67	64	51	91	78
2001/02	77	77	65	55	95	79
Principles of Math 12						
1999/00	50	36	47	54	85	65
2000/01	64	73	62	42	88	69
2001/02	83	60	80	59	90	75

Notes:
Public and Independent Schools results
Performance Reports only report Public School results
Source:
Report ADHOC307_AB_PROV
REPORT ADHOC306_AB_PROV

School Completion (Dogwood Completion Rates %)

Year	All	Girls	Boys	Aboriginal	Not Aboriginal
1999/00	75	79	70	39	78
2000/01	76	81	71	42	79
2001/02	78	81	72	43	79

Year	Visual Impairment (category E)	Deaf / Hard of Hearing (category F)	Behaviour (Severe and Moderate) (categories H, M, N, and R)	Learning Disabled (categories J, K, and Q)	Gifted (category P)	Non-special Needs (students with no special education category)
1999/00	74	70	16	37	91	77
2000/01	71	68	19	57	100	78
2001/02	55	58	19	52	100	81

Notes:
Public and Independent Schools results for All category (Excludes Districts 93 and 101 (Distance Ed.)
Public School results only for sub population categories
No data for special needs categories (attempting to create — 4/28/03)
Source:
Completion Rate 5 Year Summary for Major Subpops and Overall.xls (Achieve BC)
completion rate by district — special ed.xls (Research/Data/Completion Rate/1996 cohort)
completion rate by district — special ed.xls (Research/Data/Completion Rate/1995 cohort)
completion rate by district — special ed.xls (Research/Data/Completion Rate/1994 cohort)

Transition Grade 8 into Grade 9 (%)

Year	All	Girls	Boys	Aboriginal	Not Aboriginal
1999/00	95	96	95	86	96
2000/01	95	96	95	87	96
2001/02	96	96	95	87	96

Year	Visual Impairment (category E)	Deaf / Hard of Hearing (category F)	Behaviour (Severe and Moderate) (categories H, M, N, and R)	Learning Disabled (categories J, K, and Q)	Gifted (category P)	Non-special Needs (students with no special education category)
1999/00	100	96	82	94	98	96
2000/01	100	96	79	93	99	96
2001/02	93	98	84	95	98	96

Note: Public schools only
Source: Achieve BC Grade to Grade: District grade to grade transition.xls

Students with "C" or Better in Grade 12 Courses (%)

Year	All	Girls	Boys	Aboriginal	Not Aboriginal
Communications 12					
1999/00	72	78	69	71	73
2000/01	69	76	66	64	70
2001/02	75	80	78	75	80
English 12					
1999/00	78	84	71	65	
2000/01	80	86	74	69	80
2001/02	81	82	73	72	80
Principles of Math 12					
1999/00	76	79	74	65	77
2000/01	79	82	77	62	79
2001/02	80	78	73	57	77

Year	Visual Impairment (category E)	Deaf / Hard of Hearing (category F)	Behaviour (Severe and Moderate) (categories H, M, N, and R)	Learning Disabled (categories J, K, and Q)	Gifted (category P)	Non-special Needs (students with no special education category)
Communications 12						
1999/00	73	38	74	61	70	76
2000/01	100	38	69	61	64	71
2001/02	75	50	77	69	87	81
English 12						
1999/00	73	46	56	45	89	72
2000/01	76	67	64	51	91	78
2001/02	77	77	65	55	95	79
Principles of Math 12						
1999/00	50	36	47	54	85	65
2000/01	64	73	62	42	88	69
2001/02	83	60	80	59	90	75

Notes:
Public and Independent Schools results
Performance Reports only report Public School results
Source:
Report ADHOC307_AB_PROV
REPORT ADHOC306_AB_PROV

Grade 12 Students Receiving Scholarships

Year	All	Girls	Boys	Aboriginal	Not Aboriginal
1999/00	4,222	2,364	1,858	33	4,189
2000/01	4,651	2,533	2,118	39	4,612
2001/02	4,677	2,588	2,089	41	4636

Year	Visual Impairment (category E)	Deaf / Hard of Hearing (category F)	Behaviour (Severe and Moderate) (categories H, M, N, and R)	Learning Disabled (categories J, K, and Q)	Gifted (category P)	Non-special Needs (students with no special education category)
1999/00	<5	<5	5	<5	931	3,257
2000/01	<5	<5	16	8	1,126	3,479
2001/02	<5	5	21	7	1,239	3,391

Note: Public and Independent School results
Source: TRAX 2210C (Prov. Scholarships by District & Gender)

Transition to University (%)

99/00 Graduates	All	Girls	Boys	Aboriginal	Not Aboriginal
Applied	29	31	26	7	30
Qualified	25	27	23	5	26
Admitted	22	24	20	4	23
Registered	16	18	15	3	17

99/00 Graduates	Visual Impairment (category E)	Deaf / Hard of Hearing (category F)	Behaviour (Severe and Moderate) (categories H, M, N, and R)	Learning Disabled (categories J, K, and Q)	Gifted (category P)	Not Special Needs
Applied	20	17	3	2	60	26
Qualified	16	17	2	1	58	22
Admitted	16	13	2	1	54	19
Registered	16	12	2	1	41	15

00/01 Graduates	All	Girls	Boys	Aboriginal	Not Aboriginal
Applied	28	30	26	8	29
Qualified	26	28	23	6	27
Admitted	22	25	20	6	23
Registered	17	18	15	4	18

00/01 Graduates	Visual Impairment (category E)	Deaf / Hard of Hearing (category F)	Behaviour (Severe and Moderate) (categories H, M, N, and R)	Learning Disabled (categories J, K, and Q)	Gifted (category P)	Not Special Needs
Applied	18	16	2	2	63	26
Qualified	18	12	2	2	62	23
Admitted	18	10	1	1	58	20
Registered	6	9	0	1	46	15

01/02 Graduates	All	Girls	Boys	Aboriginal	Not Aboriginal
Applied	29	31	26	8	30
Qualified	26	28	24	6	27
Admitted	22	24	20	6	23
Registered	16	17	15	4	17

01/02 Graduates	Visual Impairment (category E)	Deaf / Hard of Hearing (category F)	Behaviour (Severe and Moderate) (categories H, M, N, and R)	Learning Disabled (categories J, K, and Q)	Gifted (category P)	Not Special Needs
Applied	30	24	2	3	58	27
Qualified	26	20	1	2	56	24
Admitted	26	16	1	2	52	20
Registered	26	14	0	2	39	15

Source: Ministry of Education, RDDA

Grade 12 Students Receiving Scholarships

Year	All	Girls	Boys	Aboriginal	Not Aboriginal
1999/00	4,222	2,364	1,858	33	4,189
2000/01	4,651	2,533	2,118	39	4,612
2001/02	4,677	2,588	2,089	41	4636

Year	Visual Impairment (category E)	Deaf / Hard of Hearing (category F)	Behaviour (Severe and Moderate) (categories H, M, N, and R)	Learning Disabled (categories J, K, and Q)	Gifted (category P)	Non-special Needs (students with no special education category)
1999/00	<5	<5	5	<5	931	3,257
2000/01	<5	<5	16	8	1,126	3,479
2001/02	<5	5	21	7	1,239	3,391

Note: Public and Independent School results
Source: TRAX 2210C (Prov. Scholarships by District & Gender)

Transition to University (%)

99/00 Graduates	All	Girls	Boys	Aboriginal	Not Aboriginal
Applied	29	31	26	7	30
Qualified	25	27	23	5	26
Admitted	22	24	20	4	23
Registered	16	18	15	3	17

99/00 Graduates	Visual Impairment (category E)	Deaf / Hard of Hearing (category F)	Behaviour (Severe and Moderate) (categories H, M, N, and R)	Learning Disabled (categories J, K, and Q)	Gifted (category P)	Not Special Needs
Applied	20	17	3	2	60	26
Qualified	16	17	2	1	58	22
Admitted	16	13	2	1	54	19
Registered	16	12	2	1	41	15

00/01 Graduates	All	Girls	Boys	Aboriginal	Not Aboriginal
Applied	28	30	26	8	29
Qualified	26	28	23	6	27
Admitted	22	25	20	6	23
Registered	17	18	15	4	18

00/01 Graduates	Visual Impairment (category E)	Deaf / Hard of Hearing (category F)	Behaviour (Severe and Moderate) (categories H, M, N, and R)	Learning Disabled (categories J, K, and Q)	Gifted (category P)	Not Special Needs
Applied	18	16	2	2	63	26
Qualified	18	12	2	2	62	23
Admitted	18	10	1	1	58	20
Registered	6	9	0	1	46	15

01/02 Graduates	All	Girls	Boys	Aboriginal	Not Aboriginal
Applied	29	31	26	8	30
Qualified	26	28	24	6	27
Admitted	22	24	20	6	23
Registered	16	17	15	4	17

01/02 Graduates	Visual Impairment (category E)	Deaf / Hard of Hearing (category F)	Behaviour (Severe and Moderate) (categories H, M, N, and R)	Learning Disabled (categories J, K, and Q)	Gifted (category P)	Not Special Needs
Applied	30	24	2	3	58	27
Qualified	26	20	1	2	56	24
Admitted	26	16	1	2	52	20
Registered	26	14	0	2	39	15

Source: Ministry of Education, RDDA